

Pelham Road Elementary

100 All Star Way
Greenville, South Carolina 29615

Grades	K-5 Elementary School	
Enrollment	556 Students	
Principal	Nancy M. Brantley	864-281-1234
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	2	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

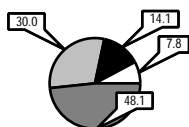
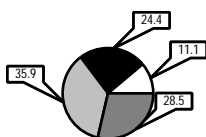
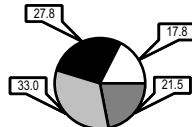
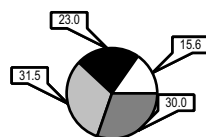
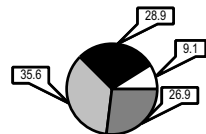
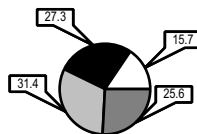
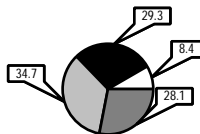
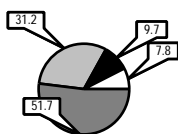
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	280	100.0	7.8	30.0	48.1	14.1	73.7	Yes	Yes
Gender									
Male	145	100.0	9.2	36.9	41.8	12.1	70.9		
Female	135	100.0	6.2	22.5	55.0	16.3	76.7		
Racial/Ethnic Group									
White	226	100.0	5.5	26.5	51.6	16.4	79.0	Yes	Yes
African American	31	100.0	17.2	51.7	31.0	0.0	44.8	I/S	I/S
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	28.6	42.9	28.6	0.0	42.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	222	100.0	1.9	28.3	53.3	16.5	80.2		
Disabled	58	100.0	29.3	36.2	29.3	5.2	50.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	280	100.0	7.8	30.0	48.1	14.1	73.7		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	7.2	29.4	49.1	14.3	74.7		
Socio-Economic Status									
Subsidized meals	35	100.0	27.3	45.5	24.2	3.0	45.5	I/S	I/S
Full-pay meals	245	100.0	5.1	27.8	51.5	15.6	77.6		

Mathematics – State Performance Objective = 36.7%									
All Students	280	100.0	11.1	35.9	28.5	24.4	68.5	Yes	Yes
Gender									
Male	145	100.0	12.8	33.3	27.0	27.0	67.4		
Female	135	100.0	9.3	38.8	30.2	21.7	69.8		
Racial/Ethnic Group									
White	226	100.0	9.1	32.4	30.1	28.3	73.5	Yes	Yes
African American	31	100.0	20.7	65.5	13.8	0.0	37.9	I/S	I/S
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	28.6	35.7	28.6	7.1	42.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	222	100.0	6.1	35.4	30.7	27.8	76.4		
Disabled	58	100.0	29.3	37.9	20.7	12.1	39.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	280	100.0	11.1	35.9	28.5	24.4	68.5		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	10.2	35.8	29.1	24.9	69.4		
Socio-Economic Status									
Subsidized meals	35	100.0	27.3	51.5	18.2	3.0	30.3	I/S	I/S
Full-pay meals	245	100.0	8.9	33.8	30.0	27.4	73.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	280	100.0	17.8	33.0	21.5	27.8	49.3
Gender							
Male	145	100.0	17.7	31.2	21.3	29.8	51.1
Female	135	100.0	17.8	34.9	21.7	25.6	47.3
Racial/Ethnic Group							
White	226	100.0	13.2	32.9	22.4	31.5	53.9
African American	31	100.0	41.4	37.9	17.2	3.4	20.7
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	42.9	42.9	0.0	14.3	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	222	100.0	10.4	32.5	25.5	31.6	57.1
Disabled	58	100.0	44.8	34.5	6.9	13.8	20.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	100.0	17.8	33.0	21.5	27.8	49.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	17.0	32.8	21.9	28.3	50.2
Socio-Economic Status							
Subsidized meals	35	100.0	51.5	27.3	9.1	12.1	21.2
Full-pay meals	245	100.0	13.1	33.8	23.2	30.0	53.2

Social Studies							
All Students	280	100.0	15.6	31.5	30.0	23.0	53.0
Gender							
Male	145	100.0	14.2	30.5	30.5	24.8	55.3
Female	135	100.0	17.1	32.6	29.5	20.9	50.4
Racial/Ethnic Group							
White	226	100.0	11.0	32.0	30.6	26.5	57.1
African American	31	100.0	41.4	27.6	27.6	3.4	31.0
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	35.7	35.7	21.4	7.1	28.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	222	100.0	10.8	30.7	32.5	25.9	58.5
Disabled	58	100.0	32.8	34.5	20.7	12.1	32.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	280	100.0	15.6	31.5	30.0	23.0	53.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	275	100.0	15.1	30.9	30.6	23.4	54.0
Socio-Economic Status							
Subsidized meals	35	100.0	48.5	36.4	9.1	6.1	15.2
Full-pay meals	245	100.0	11.0	30.8	32.9	25.3	58.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	92	100.0	5.4	15.2	60.9	18.5	79.3
	4	95	100.0	10.6	30.9	47.9	10.6	58.5
	5	102	100.0	14.7	38.2	43.1	3.9	47.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	2.5	18.5	50.6	28.4	79.0
	4	95	100.0	5.4	30.4	53.3	10.9	64.1
	5	102	100.0	14.4	39.2	41.2	5.2	46.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	92	100.0	5.4	43.5	33.7	17.4	51.1
	4	95	100.0	8.5	38.3	28.7	24.5	53.2
	5	102	100.0	16.7	30.4	19.6	33.3	52.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	6.2	40.7	27.2	25.9	53.1
	4	95	100.0	9.8	28.3	37.0	25.0	62.0
	5	102	100.0	16.5	39.2	21.6	22.7	44.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	83	100.0	17.3	38.3	25.9	18.5	44.4
	4	95	100.0	10.9	35.9	19.6	33.7	53.3
	5	102	100.0	24.7	25.8	19.6	29.9	49.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	83	100.0	12.3	22.2	33.3	32.1	65.4
	4	95	100.0	9.8	38.0	33.7	18.5	52.2
	5	102	100.0	23.7	33.0	23.7	19.6	43.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 556)				
First graders who attended full-day kindergarten	100.0%	No change	96.3%	100.0%
Retention rate	2.2%	Down from 2.6%	1.8%	3.0%
Attendance rate	97.1%	Down from 97.4%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Up from 2.4%	1.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 2.1%	0.8%	3.2%
Eligible for gifted and talented	31.3%	Down from 36.8%	31.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Up from 8.6%	5.7%	8.2%
Older than usual for grade	0.0%	No change	0.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	60.0%	No change	60.0%	52.6%
Continuing contract teachers	91.4%	Down from 97.1%	88.7%	83.3%
Highly qualified teachers	88.2%	Down from 88.9%	94.1%	93.5%
Teachers with emergency or provisional certificates	3.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 86.6%	89.5%	87.0%
Teacher attendance rate	94.7%	Down from 95.9%	95.6%	95.0%
Average teacher salary	\$45,963	Up 1.1%	\$44,646	\$41,703
Prof. development days/teacher	12.0 days	Up from 10.8 days	12.0 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.1 to 1	20.0 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 92.2%	91.1%	89.8%
Dollars spent per pupil*	\$5,641	Up 7.9%	\$6,093	\$6,242
Percent of expenditures for teacher salaries*	70.3%	Up from 68.2%	65.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the fourth consecutive year, Pelham Road received an absolute rating of "Excellent" on our state report card, and achieved "Adequate Yearly Progress" by meeting 13 of 13 objectives. We know our success is due to a strong emphasis on the writing process because our students, faculty, and parents worked together with the help of writing consultants to improve our overall expressive skills across the curriculum. After much team work we received a "site visit" based on our exemplary writing application and received the coveted exemplary award along with 18 other schools in our state. Our success is also due to our large volunteer commitment from our parents, community and business partners. Our SIC and PTA offer their talents and skills daily for our students and faculty. Over 40,000 volunteer hours were recorded for this school year.

Because of the outstanding diversity of our communities representing thirty-three countries and nineteen languages spoken in our homes, we are definitely "a place called school" with definitely an international flavor! Pelham Road is a unique blend of traditional studies and technology and is always open to the communities it represents.

Technology is used throughout the curriculum and our staff members continue to train at workshops during the summer and school year. All teachers have online newsletters, and our staff may be accessed through the Pelham Road School Web site. This past year we again received the Bronze Award from the Greenville County Webmaster. We were the first "Village Green Technology Grant School," and have received several grants for integrating technology throughout the curriculum.

We are proud to be a community of learners and will continue to work cooperatively together to help all our children to develop the skills needed to become lifelong learners.

Nancy M. Brantley, Principal
Julie True, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	83	37
Percent satisfied with learning environment	100.0%	88.0%	83.8%
Percent satisfied with social and physical environment	100.0%	84.1%	89.2%
Percent satisfied with school-home relations	100.0%	90.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.